

GLEANINGS FROM Hoey, Michael, 1983. On the Surface of Discourse (London: George Allan & Unwin)

A. KINDS OF CONCEPTS in Hoey

1. MEANS FOR SIGNALLING DISCOURSE ORGANIZATION or for clarifying clause relations.

a) SUBORDINATORS:

p. 21 Subordinators are also known as sentence adjuncts. Subordinators is one means of signalling a clause relationship. The signal and the relationship signalled are in mutually dependent relationship.

p. 36 Subordinators make clause relations explicit in marked or altered sequences.

b) CONJUNCTS:

p. 21 Winter began his work on the signalling of clause relationships with conjuncts. Conjuncts are described as means of signalling clause relationships. Clause relationships are described as ways of clarifying the nature of conjuncts. Winter works back and forth between conjuncts and other means for signalling the same relationships.

p. 37 Conjuncts make clause relations explicit in unmarked or unaltered sequences.

c) LEXICAL SIGNALLING:

p. 23 ...in English it is possible to signal the same relationship in one of three ways: subordinators (Vocabulary 1), conjuncts (Vocabulary 2), and lexical signals (Vocabulary 3). These three vocabularies are frequently able to paraphrase each other, given different contexts.

There are three kinds of lexical signalling: ANTICIPATORY signalling which spells out the relations before the event:

A Cartesian diver is a toy that depends on TWO PRINCIPLES: the first is that air is elastic and the second is that air is lighter than water.

LEXICAL REALISATION, which spells out the relations during the event:

and RETROSPECTIVE REALIZATION, which spells out the relations after the event:

The manufacturer's familiar argument in support of the adequacy of existing coating systems does need scrutiny in respect, for example, of the slipper dipping process: excess-point 'runs' which can arise are subsequently 'buffed out' in 'point finish' production area with inevitable concurrent removal of primer and undercoat in certain cases. Resulting weakness points arising from THIS CAUSE can exist generally at the

joints of the sill and 'A', 'B/C' and 'D' posts.

1) EXAMPLES (synonymy of three vocabularies), p. 23:

"By-ing" subordinator: (Vocabulary 1)

By appealing to scientists and technologists to support his party, Mr Wilson won many middle-class votes.

"Thereby" conjunct: (Vocabulary 2)

Mr Wilson appealed to scientists and technologists to support his party. He thereby won many middle-class votes in the election.

"Instrumental" lexical realization: (Vocabulary 3)

Mr Wilson's appeals to scientists and technologists to support his party were instrumental in winning many middle-class votes in the election.

2) EXAMPLES (clause relations & discourse organization signalled via lexical signalling), p. 53:

Unmarked sequence: p. 35

I was on sentry duty.
I saw the enemy approaching.
I opened fire.
I beat off the attack.

CLAUSE RELATIONS made explicit by lexical signalling: p. 53

The MEANS whereby I beat off the attack was by opening fire.
The CAUSE of my opening fire was that I saw the enemy approaching.
The CIRCUMSTANCES of my seeing the enemy approaching was that I was on sentry duty.

OVERALL DISCOURSE ORGANIZATION made explicit by lexical signalling: p. 53

My SITUATION was that I was on sentry duty.
I saw the enemy approaching.
I solved THIS PROBLEM by opening fire.
This achieved THE DESIRED RESULT of beating off the attack.

d) REPETITION:

p. 24f Repetition is a way of 'opening out' a sentence so that its lexical uniqueness may be used as the basis for providing further, related information... Where two sentences have material in common, it is what is changed that receives attention by the reader, while the repeated material acts as a framework for the interpretation of the new material.

e) PARAPHRASE:

- p. 26 Paraphrase is a means of clarifying clause relations.
p. 39 (Uses paraphrase to establish the existence of a clause relationship.)

f) QUESTIONS:

- p.27 Questions are a means of clarifying clause relations.
Two clines are involved:

There is a cline having to do with degrees of precision ranging from BROAD ("How?") to NARROW ("How did Mr Wilson win many middle-class votes in the election?")

There is a cline having to do with the size or relative verbosity of the answer elicited ranging from HIGH LEVEL (elicits long answers) to LOW LEVEL (elicits short answers).

- p. 38. Illustrates the uses of questions to establish the clause relationships implicit in unmarked sequences.

2. CATEGORIES OF CLAUSE RELATION:

- p.18 A clause relation is the cognitive process whereby we interpret the meaning of a sentence or group of sentences in the light of its adjoining sentence or group of sentences.

All systems for signalling relations are rooted in the grammar of the clause.

- p.19 A clause relation is also the cognitive process whereby the choices we make from grammar, lexis and intonation in the creation of a sentence or group of sentences are made in the light of its adjoining sentence or group of sentences.

Clause relations may be divided into two broad classes of relation -- LOGICAL SEQUENCE and MATCHING relations.

LOGICAL SEQUENCE relations are relations between successive events or ideas, whether actual or potential, the most basic form of this relation being TIME SEQUENCE.

a) SITUATION-EVALUATION

- p.20 Logical sequence and matching are themselves governed by a still more fundamental relation, that of SITUATION-EVALUATION, representing the two facets of world-perception 'knowing' and 'thinking'. Indeed as will often become apparent, all relations are reducible to these basic elements.

- p.55 Strictly speaking, all signals, whether in signalling sentences, clauses or phrases, are evaluative, though not at the level of the over-all organisation:

D: I saw the enemy approaching

Q: How did you evaluate this?
or:
What did you feel about this?
D: It (This) was a problem.

If we accept this, it follows that our paraphrase relations are also evaluative. Situation and Evaluation are the fundamental units of discourse analysis, corresponding roughly to the questions 'What are the facts?' and 'What do you think of the facts?' The other elements of the pattern, Problem, Response and Result, are 'molecular' forms built out of these two 'atomic' types of information.

Situation and Evaluation are operating at a number of levels, first as elements in the over-all discourse pattern and secondly as elements at lower levels. There are complete discourses built of these two elements:

I was on sentry duty. All was quiet.

That such a discourse is possible is further evidence for the claim that Situation and Evaluation are primary. It is possible to paraphrase the Situation - Problem - Response -Evaluation / Final Result pattern in terms of situation and evaluation:

Situation--Evaluation of Situation as non-Problem
Situation--Evaluation of Situation as Problem
Situation--Evaluation of Situation as Response
Situation--Evaluation of New Situation as Result

[EAH: This seems to be a kind of meta-analysis. It seems to be looking at what the analyst is doing in understanding the discourse. The process of analysis is viewed as a fact. The first situation or fact to be known is that the reader/hearer views the first segment of the situation to be non-problematic. Situation-Evaluation seems to be basic in some epistemic sense rather than in the sense that its content as a relation is basic to the definition of other clause relationships.]

b) LOGICAL SEQUENCE

p.19 Clause relations may be divided into two broad classes of relation--Logical Sequence relations and Matching relations.

1) TIME SEQUENCE

p.19 Time sequence is the most basic form of logical sequence. [EAH based upon insights Ron Trail has had in looking at the Kalasha story, "The Frog and the Scorpion", time sequence also seems to be a relatively empty relationship in some stories.] Hoey has little to say about it. Grimes has more in the Thread.

2) CONDITION-CONSEQUENCE

p.19 The subordinate clause is the CONDITION and the main clause the CONSEQUENCE:

If the royal portrait was not used [on stamps], the arms of the country or reigning house were often taken as a suitable symbol.

3) INSTRUMENT-ACHIEVEMENT

p.19 The main clause is the ACHIEVEMENT and the subordinate clause the INSTRUMENT

Mrs Barton lighted a dip by sticking it in the fire.

4) INSTRUMENT-PURPOSE

p.57 Purpose in the Instrument-Purpose relation is more or less equivalent to hoped-for achievement.

It was raining hard, so I shut the window to stop the rain blowing in.

"It was raining hard" is CAUSE in relation to the CONSEQUENCE, "so I shut the window." "I shut the window" is INSTRUMENT in relation to the PURPOSE "to stop the rain blowing in."

5) CAUSE-CONSEQUENCE

p.19 The main clause is the ACHIEVEMENT and the subordinate clause is the CAUSE.

She was here because she was waiting for somebody, or something.

p.58 My daughter had taken the plug out, so I put it back.

c) MATCHING

1) CONTRAST

2) COMPATIBILITY

A. METHODOLOGICAL CONSIDERATIONS in Hoey

1.